

HOUGHTON KINDERGARTEN

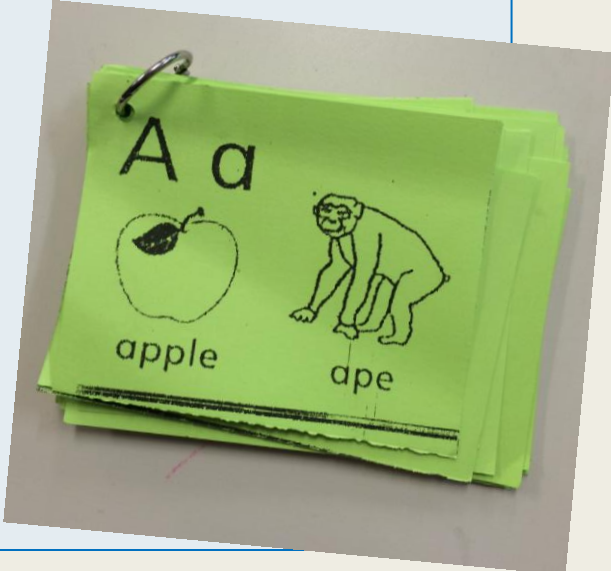
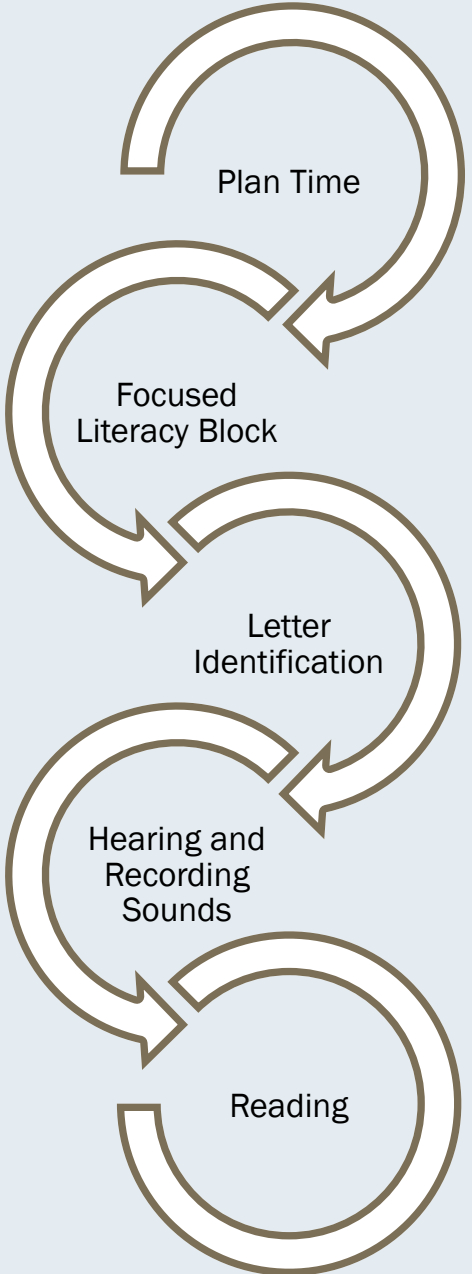
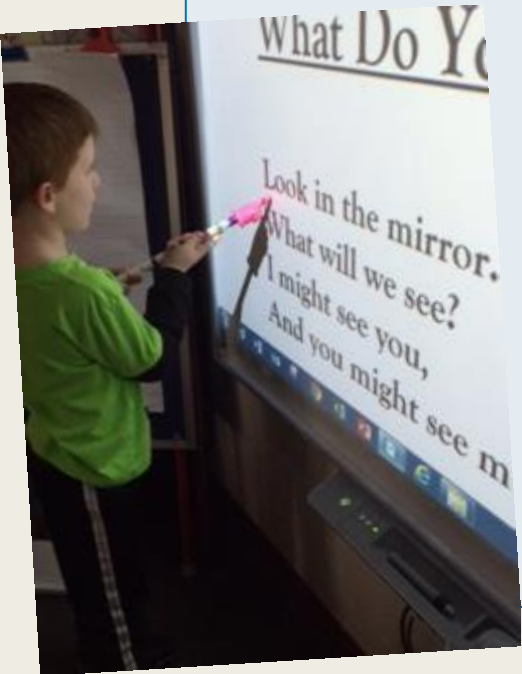
2015-2016



31A Funds

Focused Classroom Support

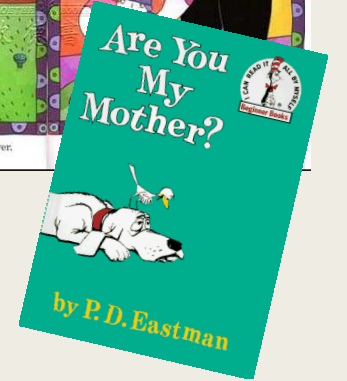
- Provide professional development to support teachers in implementing instructional programs and practices
- Support development and implementation of literacy programs over months and years
- Improve reading instruction through common planning of the kindergarten literacy block
- Analyze and use formative data to form flexible groups and drive instruction





Balanced Literacy in Kindergarten

- Sulzby Books
- Read Aloud with Accountable Talk
- Shared Writing
- Reading Workshop and Guided Reading
- Writing Workshop
- Word Study



Authentic Reading and Writing

Letter Identification

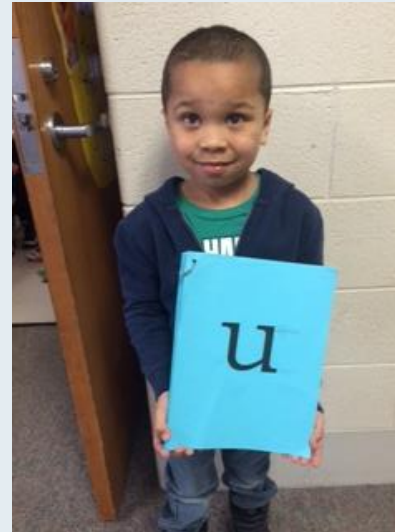
Goal: Learn to recognize letters by Halloween

Purpose: Strong predictor of success in reading

Read the Chart Daily



Mrs. Beck practicing Letter ID with students



Read the Password
to Enter Classrooms

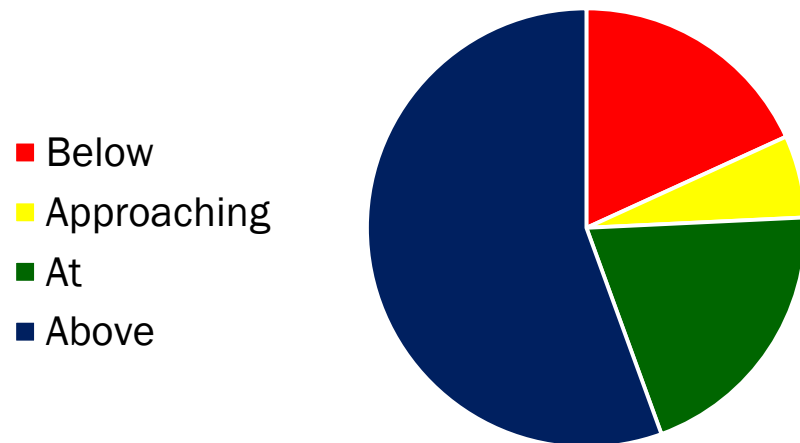


Letter Identification Data

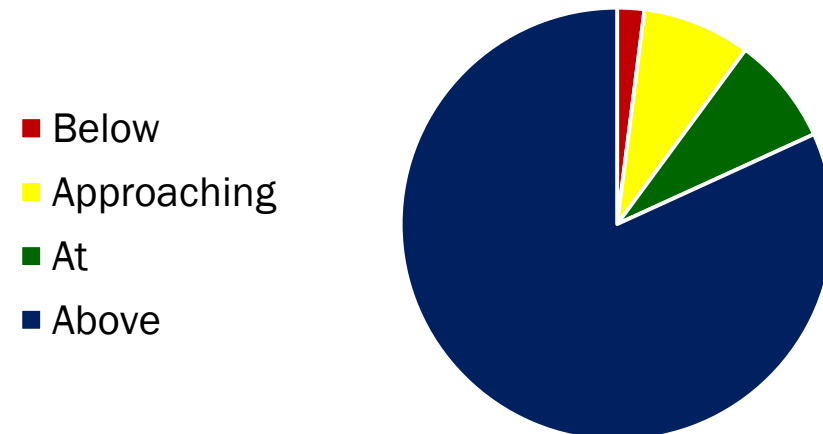


- We now have students reading beginning books and showing that they have grown significantly as readers. We are excited about this positive trajectory of learning and the impact that it will have on them in future years.

September Letter ID Percentages



November Letter ID Percentages



Hearing and Recording Sounds

Goal: Identify beginning, middle, and end sound in words

Purpose: The ability to hear and record sounds in words allows students to grow in spelling and letter sound correspondence.

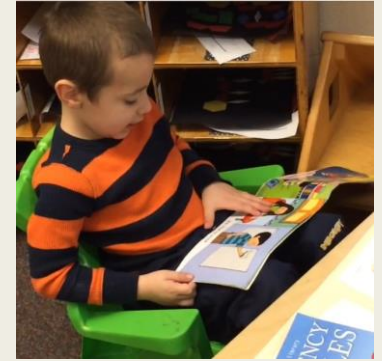


Word Study



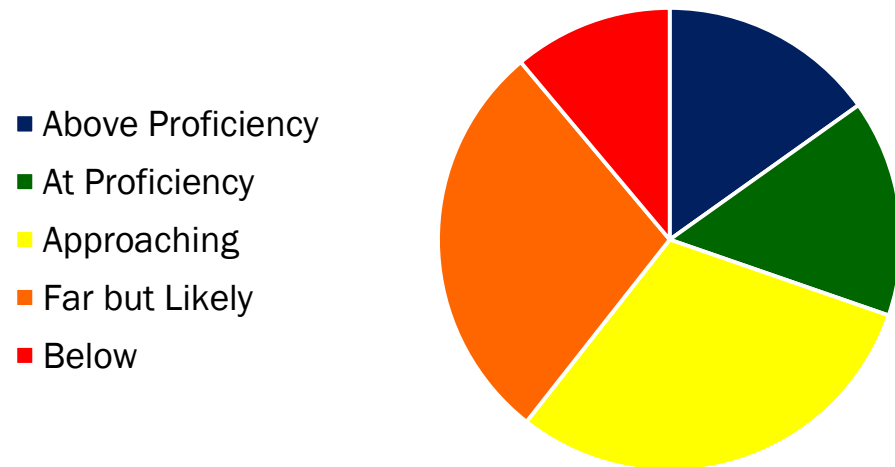
Interactive Writing

Hearing and Recording Sounds Data

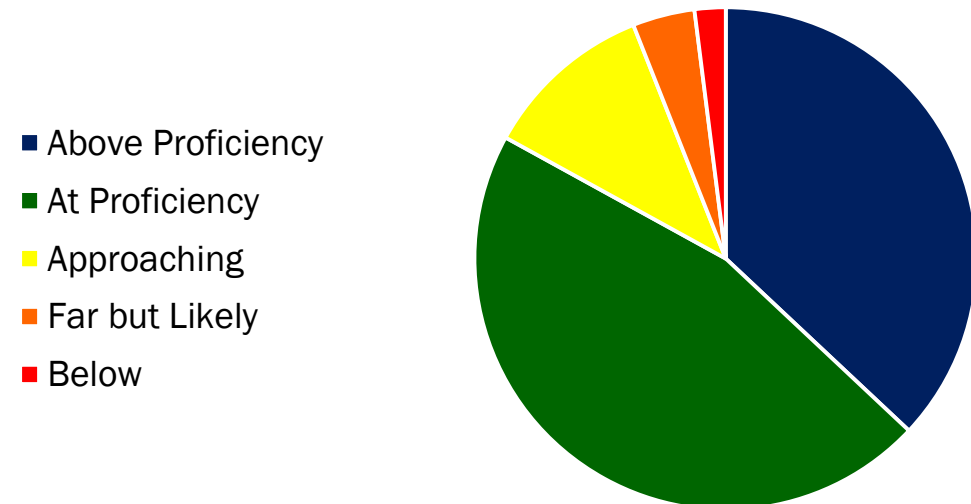


- Students are now able to listen to the sounds in words in sequence and to find the letters to represent those sounds. This language knowledge helps them to read and write messages.

Hearing and Recording Sounds
December



Hearing and Recording Sounds January





Guided Reading Groups

The heart of teaching children to read in the primary grades.

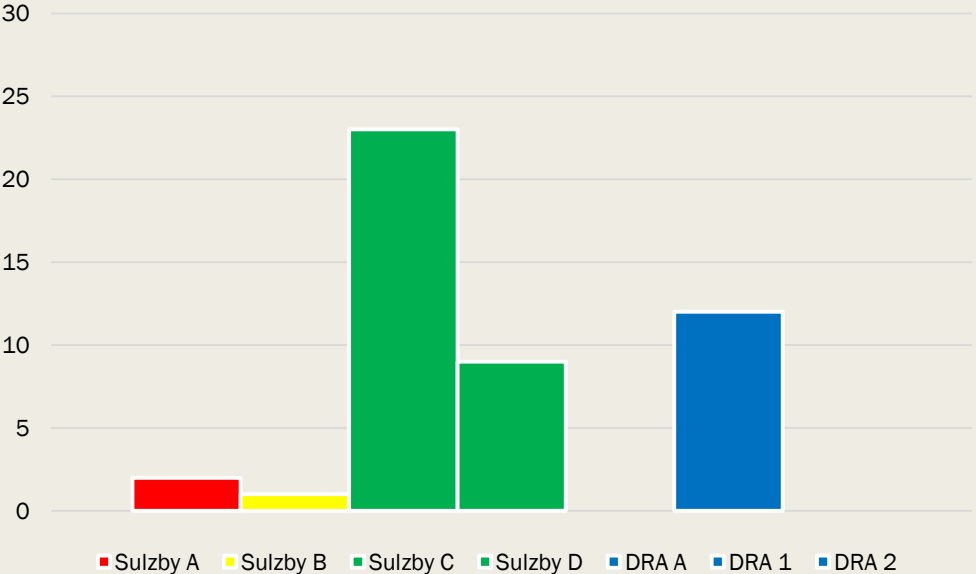


Purpose: Allows the teacher to support each child in developing effective strategies for processing text at gradually increasing levels of difficulty.

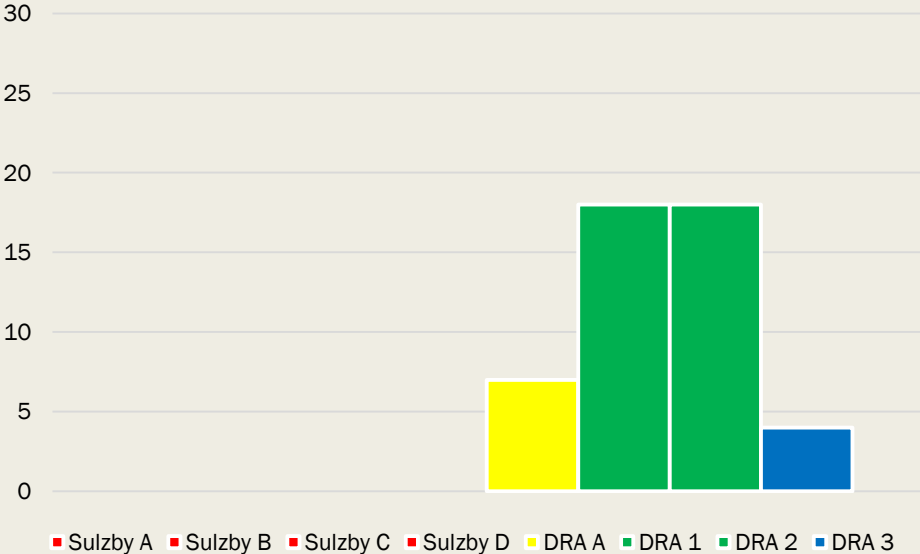


Developmental Reading Assessment and Sulzby Testing

October Sulzby/DRA



January DRA



Who Is Ready For Guided Reading?

12
students ready
for guided reading
in November.

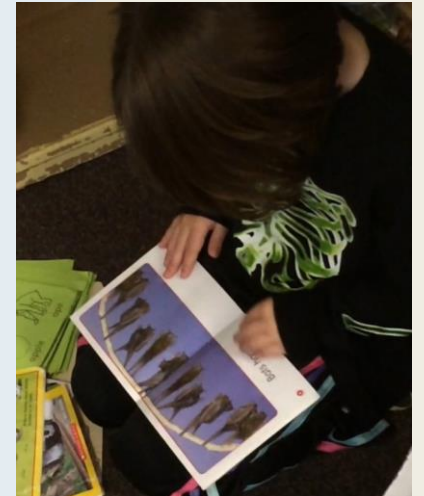
40
students ready for
guided reading in
January.

Focused
Literacy Block

PLAN TIME
And
Formative
Assessment
Analysis

Higher DRA
Results

More students
reading at a
Level 1 or
Higher in
January





Guided Reading Groups

- Small flexible groups
- Matching student reading ability to text levels
- Giving everyone in the group the same text
- Introducing the text
- Listening to individuals read
- Prompting students to integrate their reading processes
- Engaging students in conversations about the text

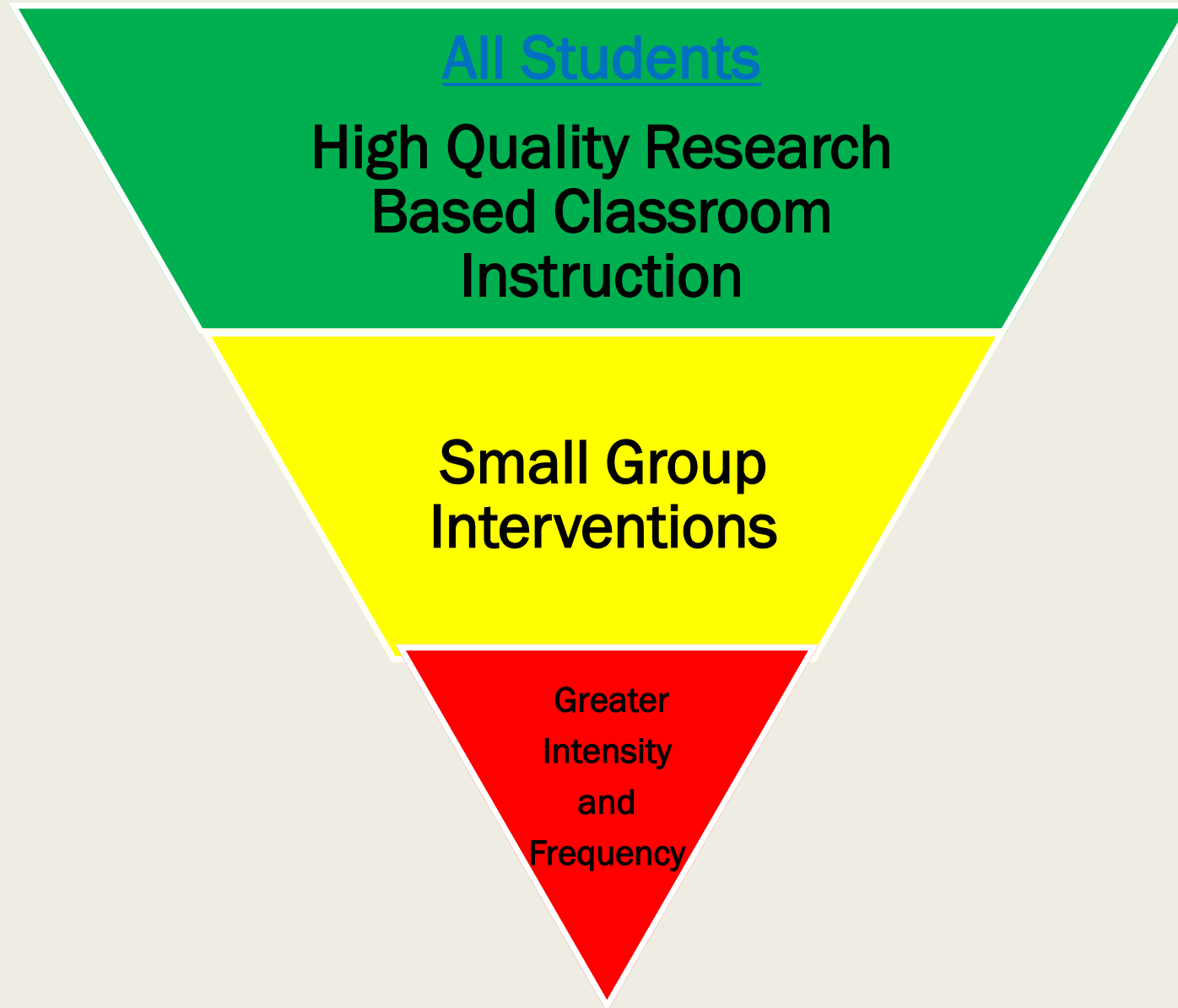
Guided Reading

Lowest Achievers
4-5 times per week

Mid-Achievers
3-4 times per week

On Target Achievers
2-3 times per week

Guided Reading Supplemental Groups



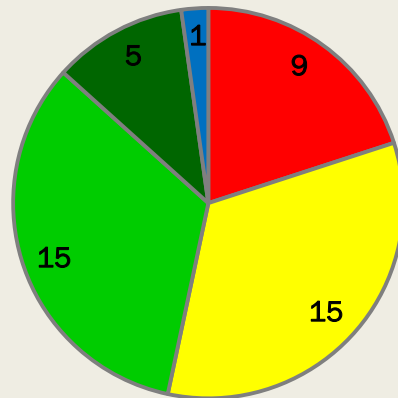
NWEA

Are Our Students Learning?

NWEA FALL

Fall Reading RIT Scores

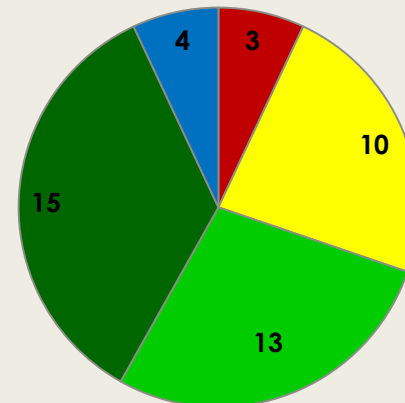
- Low
- Low Average
- Average
- High Average
- High



NWEA WINTER

Winter Reading RIT Scores

- Low
- Low Average
- Average
- High Average
- High



*NWEA Norms – Kindergarten Winter Mean is 151.3. Houghton Kindergarten Winter Mean is 152.

Houghton Kindergarten Students Are Learning!

- ✓ Inspiring Confidence
- ✓ Educating at Individual Levels
- ✓ Empowering Every Learner
- ✓ “We’re raising the academic bar in Waterford. You’re going to notice and love the difference.”
- *Dr. Keith Wunderlich*